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| 105 minutes | |  |
|  | Math Learning Goals  Participants will:   * practice/enhance their descriptive feedback through examination of student work * be introduced to features of a learning wall, including an electronic version using Prezi | Materials   * posted agenda and session goals * continue list of instructional strategies used |
|  | Video Clip  - from Dancing With The Stars – best judges moments  - illustrates descriptive feedback that may or may not be helpful  <http://www.youtube.com/watch?v=dXTCGKkpWmU>  - from American Idol – Taylor Hicks’ audition – pos. and neg. feedback  <http://www.youtube.com/watch?v=KXOkNOoVFJM>  Review Chris’ tips for giving effective feedback  - probably give a worksheet to be used as a guide when examining student work in next section  - there is some info from a Dylan Wiliam ppt that might be useful here  - there is also some info from Kathleen Gregory book, Setting and Using Criteria, about 10 Ways to Assess Without Putting a Mark on Paper  [www.plpsd.mb.ca/**Assessment**/finalsample-quality\_feedback.pps](http://www.plpsd.mb.ca/Assessment/finalsample-quality_feedback.pps) | Materials   * computer, projector * ppt of session * video clips from YouTube * worksheet guide for descriptive feedback |
| Minds On… |
| **Dancing With the Stars**  20 min. |
|  | Student Samples  - we have about 25-30 student samples (Gr. 9-12) from questions #1-5 from Marian’s plenary  - we can make up two sets of samples – Gr. 9/10, Gr. 11/12  - we can half the tables looking at Gr. 9/10 samples, and half looking at Gr. 11/12 samples  - participants are familiar with the five questions from Breakout Session #2  Individual, Pair 🡪 Write descriptive feedback for student samples (25 min.)  - participants can work individually or with a partner to write effective descriptive feedback for as many samples as they wish (recognizing that in class some of this would be given verbally and not written, and recognizing that this is an artificial situation)  - participants can uses the guidelines provided either by Chris or us  Small Group 🡪 Share (20 min.)  - participants can then share their descriptive feedback with another individual/pair, or within a small group  Whole Group 🡪 Share, discuss (15 min.)  - large group share could focus on:   * Any insight from the task that you just did that you would like to share with the whole group? * What types of descriptive feedback have you used in the classroom? * What types of descriptive feedback have you found to be most useful in the classroom for improving student achievement? particularly in relation to misconceptions with fraction concepts?   Note: Let the student samples task go as long as it needs to. Tie in to fraction meanings and representations, as well as types of feedback – technical, communication, math processes. We can shorten the learning wall part - just present it and not do the task – the task can be an option for breakout 5.  Whole Group 🡪 Intro to Learning Wall (15 min.)  - introduce as another way to help students make sense of what they are learning – another way of giving feedback  - probably have a 1-page handout that gives a possible template, and describes possible features  - show examples on ppt - there is one on the wiki (that I don’t understand) and here are some others: <http://www.youtube.com/watch?v=a0k2B4bam9E>  - show how we have set up our own Learning Wall in the room – go over the features we have used  Individual, Pair 🡪 Plan the outline for a Learning Wall for a unit (20 min.)  - participants can work individually or with a partner  - they can select a unit from a course they taught this year, or in preparation for next year  - participants can plan the outline for a Learning Wall for their unit - we could have them do this on notebook paper or chart paper  Whole Group 🡪 Share (15 min.)  - we can ask just one or two participants to show their learning wall ideas to the group either by posting the chart paper or using the document camera  - discuss:   * Have you used a learning wall in your class? * What features did you include? * Was the learning wall effective? How? * If you have used one before, what would you do differently next time? * If you haven’t used one, and wish to, how will you start? * What do you think are some key ingredients of a learning wall?   - learning walls can be electronic, as well as a physical wall in your room  - Prezi is a tool that can help you create learning walls online  - show David’s example of a learning wall using Prezi  - in our last breakout session today, you will be given an opportunity to explore some of the electronic tools we’ve used/mentioned so far like Prezi and Evernote | Materials   * student samples made up into Gr. 9/10 pkg and Gr. 11/12 pkg * handout on learning walls * video clip from YouTube * chart paper * markers * document camera |
| Action! |
| **Student Samples**  60 min.  **Learning Wall**  20 min.  (or more depending how long the previous task takes) |
|  | In these two breakout sessions today, we’ve looked at ways to help students move forward in their learning. In Chris’ plenary, she talked about questioning, listening, and responding to students. In our first breakout we focussed on the questioning and the listening. In this breakout we focussed on the responding in the form of effective descriptive feedback. We also presented the idea of a learning wall as a further tool to help students move forward in their thinking.  Take a minute and think of one thought, or idea, or comment, from either the plenary or the breakout sessions today, that caught your attention. Could 3 or 4 of you share this with the group? |  |
| Consolidate Debrief  5 min. |
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|  | Home Activity or Further Classroom Consolidation |  |